

# HEALTH SCIENCES (HSC) (HSC)

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## **HSC 101 Interprofessional Freshman Sem 2 cr**

The purpose of this course is to introduce the unique requirements and opportunities of the Health Sciences Division to beginning students who have declared or are considering a Health Science major (Nursing, Medicine, Pharmacy, Allied Health Professions, etc.). The course focuses on the value of higher education as a base for a career in Health Sciences and develops an awareness of activities and support services available within the University to enhance student success. Academic rules, regulations and policies related to admission, progression, and graduation in the University and Colleges of Nursing, Medicine, and Allied Health Professions are discussed.

**Cross-Listed:** AHP 101

## **HSC 324 Death and Dying 2 cr**

Provides the student an opportunity to analyze theories, concepts, socioethical issues, and research related to dying and death. Focus is on assisting students to explore their feelings regarding death as well as developing self-awareness of the feelings of patients and families. Emphasis is on the acceptance of the process of mourning and death and applicable nursing interventions. Elective.

## **HSC 332 Diet Therapy 2 cr**

The purpose of this course is to provide students the opportunity to explore the therapeutic use of nutrients and diets in the hospital and community settings. Emphasis is on the development of skills associated with dietary management for individuals across a wellness-illness continuum and all age and cultural groups. Prerequisite: Admission to Professional Component or special permission of instructor.

**Prerequisite:** NU 325 Minimum Grade of C and NU 327 Minimum Grade of C and (HSC 343 Minimum Grade of C or HSC 243 Minimum Grade of C) and NU 311 Minimum Grade of C and HSC 342 Minimum Grade of C

**Corequisite:** NU 300, NU 301

## **HSC 342 Administration of Medication 1 cr**

The purpose of this course is to prepare the student to accurately calculate medication dosages. Mathematical and metric apothecary concepts are stressed.

## **HSC 343 Clinical Pharmacology 3 cr**

The purpose of the course is to provide the student with the opportunity to acquire information related to the clinical application of drug therapy and the concepts relating to the mechanisms of drug actions, interactions and adverse reactions, including the immunologic-idiosyncratic-allergic responses. Emphasis is on the current evidence related to pharmacokinetics, dosage, methods of administration, and adverse effects of major classifications of drugs to inform nursing care. Prerequisites: Admission to Professional Component or special permission of instructor.

**Prerequisite:** (NU 311 (may be taken concurrently) and NU 325 (may be taken concurrently))

## **HSC 343B Clinical Pharmacology 3 cr**

The purpose of the course is to provide students with the opportunity to acquire information related to clinical application of drug therapy and concepts relating to the mechanisms of drug actions, interactions and adverse reactions, including the immunologic-idiosyncratic-allergic responses. Emphasis is placed on current evidence related to pharmacokinetics, dosage, methods of administration, and adverse effects of major classifications of drugs to inform nursing care. Restricted to students enrolled in RN to BSN programs.

**Cross-Listed:** HSC 343

## **HSC 385 Study Abroad Public Healthcare 3 cr**

### **HSC 390 Special Topics - 1-9 cr**

Selected topics in Health Sciences. Requires special permission. Variable title and 1 to 9 variable credit hours.

### **HSC 400 Gender Discrim and Healthcare 3 cr**

The purpose of this course is to provide students with an overview of gender discrimination and disparities in healthcare, with special attention to the intersection of gender and other vulnerable social identities (i.e., historically marginalized identities). Students will learn to identify instances of gender discrimination and disparities across the full gender spectrum, and to advocate for equitable healthcare.

### **HSC 401 Diversity, Equity, and Inclusion in Healthcare 1 cr**

Healthcare professionals must be equipped to provide care to a diverse, multicultural population. This course will introduce diversity, equity, and inclusion terminology and examine its relationship in providing equitable and quality healthcare. Content includes topics related to but is not limited to implicit bias, cultural diversity, social determinants of health and healthcare discrimination.

### **HSC 450 Ethical Consider Care of Aging 3 cr**

Interdisciplinary course on a critical investigation of ethical issues across the lifespan and on application of ethical principles.

### **HSC 500 Address Gender Discrimination 3 cr**

The purpose of this course is to provide students with an overview of historical and current manifestations of gender discrimination and disparities in healthcare, with special attention to the intersection of gender and other vulnerable social identities (i.e., historically marginalized identities). Students will learn to trace historical discriminatory healthcare practices to modern indications of gender discrimination and disparities across the full gender spectrum, and to advocate for and implement equitable healthcare.

### **HSC 501 Found of Diversity Healthcare 2 cr**

In a multicultural society, healthcare professionals must be able to work with patients and colleagues from a variety of backgrounds. This course will provide students with theoretical knowledge and introduce practical skills necessary to understand and promote diversity, equity and inclusion in healthcare. The course will introduce diversity, equity, and inclusion terminology and examine implicit biases, historical and institutionalized bias, and discrimination influencing health and healthcare in the community.

**HSC 502 Diversity Equity & Inclusion 2 cr**

The purpose of this course is for program participants to examine population-focused health disparities and the role of policy, socioeconomics, the environment, and the medical community in their origin and continuation. This course encourages students to reflect on the responsibility to provide culturally competent care as an expression of their professional values. The emphasis is on forming an evidence-based foundation for knowledge, attitude, and skill transformation that can reduce the incidence of suboptimal outcomes among certain groups through improved policy, clinical decision-making, and cross-cultural interactions with clients.

**Prerequisite:** (HSC 501 (may be taken concurrently) Minimum Grade of C)

**HSC 503 Curr Issues & Trends Diversity 2 cr**

This course will focus on issues and trends involving diversity, equity, and inclusion from a variety of healthcare perspectives. Students will reflect on current and critical topics and engage in online discussions about how these topics impact healthcare. The course provides a broader perspective of emerging issues and trends through interactive activities and community-based projects.

**Prerequisite:** (HSC 501 (may be taken concurrently) Minimum Grade of C)

**HSC 504 Lead&Change Mang Adv Diversity 2 cr**

This course will focus on leading and influencing change and fostering inclusive climates at the organizational and community level.

**Prerequisite:** (HSC 501 (may be taken concurrently) Minimum Grade of C)

**HSC 510 IPT for TI-IBH Primary Care 1 cr**

The purpose of this course is to prepare the healthcare professional for interprofessional practice within integrated behavioral health settings. This course will bring together students from multiple professional disciplines to learn about, from and with each other in service to promote effective clinical collaboration within behavioral health settings. Emphasis is on the team-based collaboration within administrative, screening, and intervention roles as trauma-informed behavioral health providers in integrated settings serving youth.

**HSC 511 IPT Telehealth Deliv TI-IBH 1 cr**

The purpose of this didactic course is preparation of delivery of team-based, trauma-informed integrated behavioral healthcare in telehealth settings across the lifespan. This course is available to students from multidisciplinary professions, to fully embody the spirit of integrated, interprofessional care.

**HSC 512 TI-MI in IBH Seminar 1 cr**

The purpose of this course is to offer interprofessional practice preparation within an integrated behavioral health setting. This course will bring together students from multiple disciplines to learn about, from, and with each other in the service of enabling effective motivational interviewing within integrated behavioral health settings. Emphasis is on motivational interviewing during screening, intake, intervention and trauma-informed care as behavioral health providers in integrated settings serving across the life-span.

**HSC 571 Managing Healthcare Personnel 3 cr**

The purpose of this course is to analyze frameworks for managing health care personnel. The course focuses on exploration and application of human resource management. Emphasis within the course is placed on leadership, communication, relationship management, diversity, legal and ethical principles, and workforce planning and maintenance.

**HSC 573 Resp Prescrib Common Used Drug 1 cr**

This course allows the student to become familiar with most-prescribed drugs in several areas including cardiac, respiratory, psychiatric, endocrine and gastrointestinal medicine. The student will examine use of commonly-prescribed agents in diverse patient populations, focusing on drug selection, dosing, laboratory values and follow-up. Additionally, the process of drug development will be studied, so that the student may become familiar with rationales for drugs coming to market, pricing, and ethical use.

**Prerequisite:** NU 578 Minimum Grade of C

**HSC 580 OUD/SUD Prevention/Screening 2 cr**

This course serves as a one of three courses in the Addictions Subspecialty nursing program. The purpose of this didactic course is preparation of OUD/SUD Screening in integrated health care and telehealth settings across the lifespan. While preparation is across the life span, emphasis will be focused on child, adolescent, and transitional age-populations. This course is available to students from any health-related discipline, to fully embody the spirit of integrated, interprofessional care.

**HSC 581 OUD/SUD Assessment/Treatment 2 cr**

This course serves as a one of three courses in the Addictions Subspecialty nursing program. The purpose of this didactic course is preparation of OUD/SUD Assessment and Treatment in integrated health care and telehealth settings across the lifespan. While preparation is across the life span, emphasis will be focused on child, adolescent, and transitional age-populations. This course is available to students from any health-related discipline, to fully embody the spirit of integrated, interprofessional care.

**Prerequisite:** (HSC 580 Minimum Grade of C)

**HSC 582 OUD/SUD Recovery/Sys Practice 2 cr**

This course serves as a one of three courses in the Addictions Subspecialty nursing program. The purpose of this didactic course is preparation of OUD/SUD recovery in integrated health care and telehealth settings across the lifespan. While preparation is across the life span, emphasis will be focused on child, adolescent, and transitional age-populations. This course is available to students from any health-related discipline, to fully embody the spirit of integrated, interprofessional care.

**Prerequisite:** (HSC 580 Minimum Grade of C and HSC 581 Minimum Grade of C)

**HSC 585 Study Abroad Public Healthcare 3 cr**

The purpose of this course for the undergraduate/graduate student is to develop an improved understanding of culture, to recognize any cultural practices that affect health care and other professions, and to incorporate this understanding into the provision of care.

**HSC 590 Special Topics 1-6 cr**

Study of topics significant to the health professions. Content varies and may be repeated.

**HSC 595 Evidence Basd Lipid Practice 2 cr**

This course serves as a foundational course in the Clinical Lipidology Subspecialty program. The purpose of this didactic course is to prepare the Clinical Lipid Specialist student to evaluate CVD epidemiology, cardiometabolic risk, and evidence based lipid practice in those with selected health care needs across the lifespan.

**HSC 596 Adv Vascular Biology 2 cr**

This course serves as a foundational course in the Clinical Lipidology Subspecialty program. The purpose of this didactic course is to prepare the Clinical Lipid Specialist student to evaluate lipoprotein metabolism and vascular biology in those with selected health care needs across the lifespan.

**HSC 597 Adv Pharm Complex Dyslipidemia 2 cr**

This course serves as a foundational course in the Clinical Lipidology Subspecialty program. The purpose of this didactic course is to prepare the Clinical Lipid Specialist student to evaluate advanced pharmacologic options in treating those with selected health care needs across the lifespan.

**Prerequisite:** (HSC 595 Minimum Grade of C and HSC 596 (may be taken concurrently) Minimum Grade of C)

**HSC 598 Diag/Mgt C-plex Dyslipidemia 2 cr**

This course serves as a final course in the Clinical Lipidology Subspecialty program. The purpose of this didactic course is to prepare the Clinical Lipid Specialist student to evaluate and manage complex dyslipidemia in those with selected health care needs across the lifespan.

**Prerequisite:** HSC 597 Minimum Grade of C

**HSC 601 Intro to Introprofessional Ed 1 cr**

The purpose of this course is to introduce students to the concepts of interprofessional education. Students will gain an understanding of their own role in healthcare as well as the scope of the role of another health profession. Students will learn how to function in an interprofessional team and carry this knowledge, skill, and value into their future practice, ultimately providing interprofessional patient care as part of a collaborative team that is focused on improving patient outcomes. Interprofessional teams are composed of members from different health professions who have specialized knowledge, skills, and abilities with the goal of providing patient-centered care in a collaborative manner. The team establishes a common goal and using their individual expertise, and works in concert to achieve patient-centered care. In this model, joint decision making is valued and each team member is empowered. Students will be introduced to core competencies in interprofessional care and utilize Fennel's Four Phase Model for understanding and treating multiple chronic conditions for adults, elders, and returning veterans.

**Corequisite:** AHN 581, AHN 588

**HSC 602 Team Building 1 cr**

This online course will allow students to examine the specific impact of cultural, ethical, and religious factors on ethical health-care decision-making and focuses on the relationships among the professions, joint relationships with patients, the quality of cross-professional exchanges, and interprofessional considerations in health care delivery and in formulating public health policies, programs, and services. The focus of the course is derived from the approach utilized in the Core Competencies for Interprofessional Collaborative Practice (2016). Structured content introduces the topic and will allow teams of students to practice problem solving and ethical decision-making within an interprofessional team.

**Prerequisite:** HSC 601 Minimum Grade of C

**Corequisite:** AHN 591, AHN 592

**HSC 603 Assmnt Vulnerable Populations 1 cr**

This online interdisciplinary course will implement evidence based and collaborative models to assess the needs of vulnerable populations who have multiple physical needs such as those evidenced by adults, elders, and returning veterans with multiple chronic illnesses and/or acute injury. The student will synthesize, critique, and apply evidence to improve patient care outcomes. The student will work in groups to complete an assessment of need for vulnerable patient populations.

**Prerequisite:** HSC 602 Minimum Grade of C

**Corequisite:** AHN 595, AHN 596

**HSC 690 Special Topics- 1-9 cr**

Study of health professional topics at the doctoral level. Credit hours will vary based on student need and depth of course subject matter. Content will vary and may be repeated up to 9 credits. Requires special permission.